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ABSTRACT

In conjunction with the Educational Testing Service and the American Association of Community and Junior Colleges, Greenfield Community College involved students and faculty in an institutional goals inventory designed to identify discrepancies between "what is" and "what should be." The study addressed two types of institutional goals: (1) outcome goals, that is, substantive aims such as the provision of specific community services or curricular offerings; and (2) process goals relating to the campus climate, which help facilitate the achievement of the outcome goals. The outcome goals evaluated in the study were related to general education, intellectual orientation, lifelong learning, cultural awareness, personal development, humanism/altruism, vocational/technical preparation, developmental/remedial preparation, community services, and social criticism. The process goals assessed in the inventory were relevant to counseling and advising, student services, faculty/staff development, intellectual environment, innovation, college community, freedom, accessibility, effective management, and accountability. The study report provides graphs illustrating inventory findings in terms of the mean discrepancies between the perceptions of students and faculty with regard to each of the 20 goals. Definitions for each of the goals are also provided. (JP)

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A SUMMARY OF THE COMMUNITY COLLEGE GOALS INVENTORY

FOR GREENFIELD COMMUNITY COLLEGE

"STAFF AND STUDENT PERCEPTIONS ABOUT THE WAY THINGS ARE AND PERSONAL OPINIONS ABOUT THE WAY THINGS SHOULD BE"

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INTRODUCTION

Greenfield Community College participated in a pilot test of the Community College Goals Inventory in conjunction with the Educational Testing Service of Princeton, N.J. and the American Association of Community and Junior Colleges.

Selected data from the Community College Goals Inventory for G.C.C. are contained in this report. The information contained in this report is as follows:

- A comparative chart of staff and students on Mean Discrepancies for outcome goals
- A comparative chart of staff and students on Mean Discrepancies for process goals
- Rank order goals of staff and students' perceptions and their opinions by should be means and discrepancies
- Descriptors of the 20 goal statements
- A breakdown of the population

Information about the inventory is in the following section of this report.

The Inventory

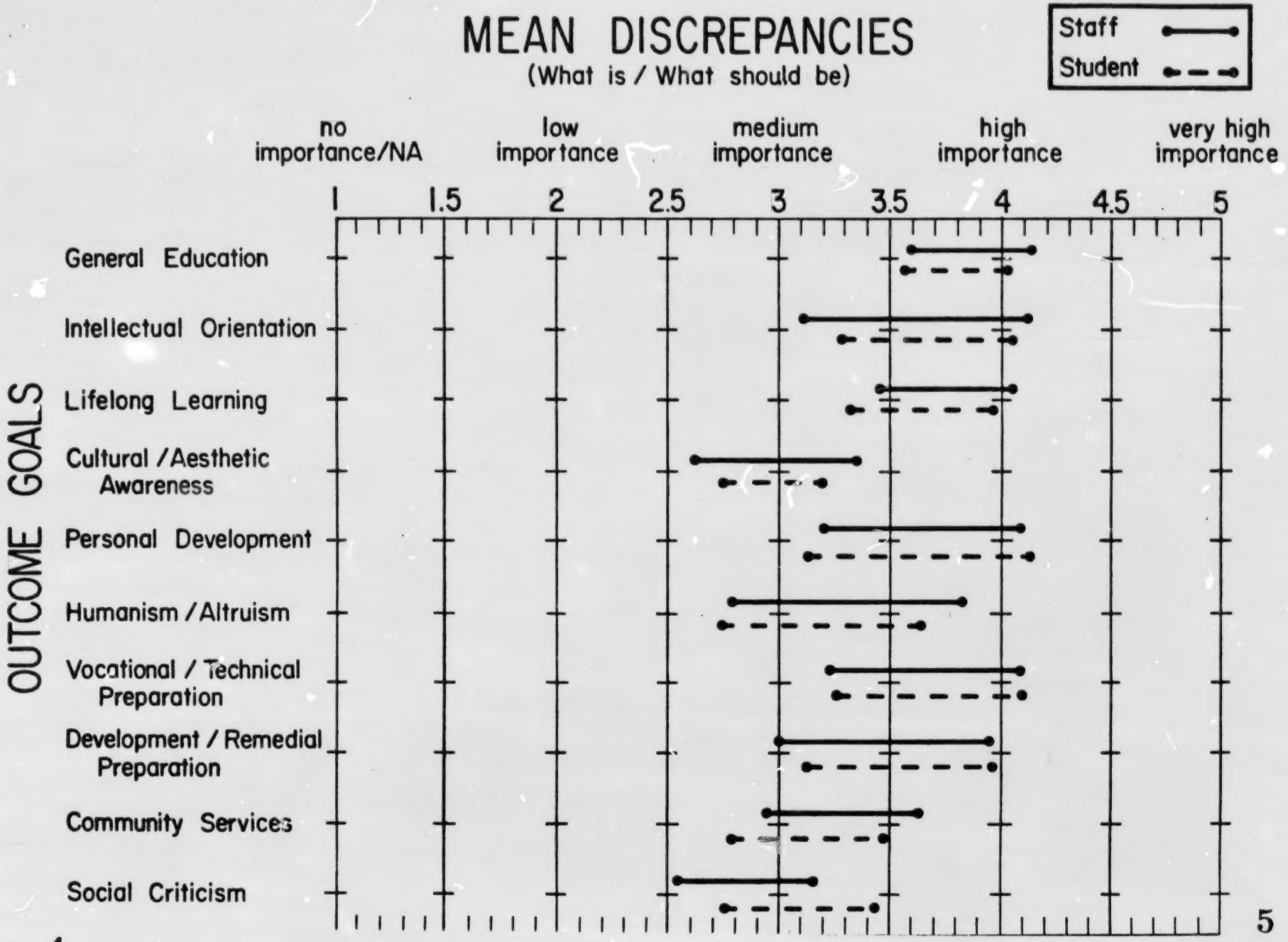
The Community College Goals Inventory (GCGI) is designed to help community colleges define their educational goals, establish priorities among those goals, and give direction to their present and future planning.

The theoretical framework for the Community College Goals Inventory consists of 20 goals areas, divided into two general categories. The first set of goal areas is conceived as "outcome" or substantive goals colleges may be seeking to achieve (qualities of graduating students, curriculum emphases, kinds of community services, for example). Goals in the second general category are referred to as "process" goals which are conceived as internal campus objectives - relating, for the most part, to educational process and campus climate - which may facilitate achievement of the outcome goals.

GREENFIELD COMMUNITY COLLEGE GOALS INVENTORY

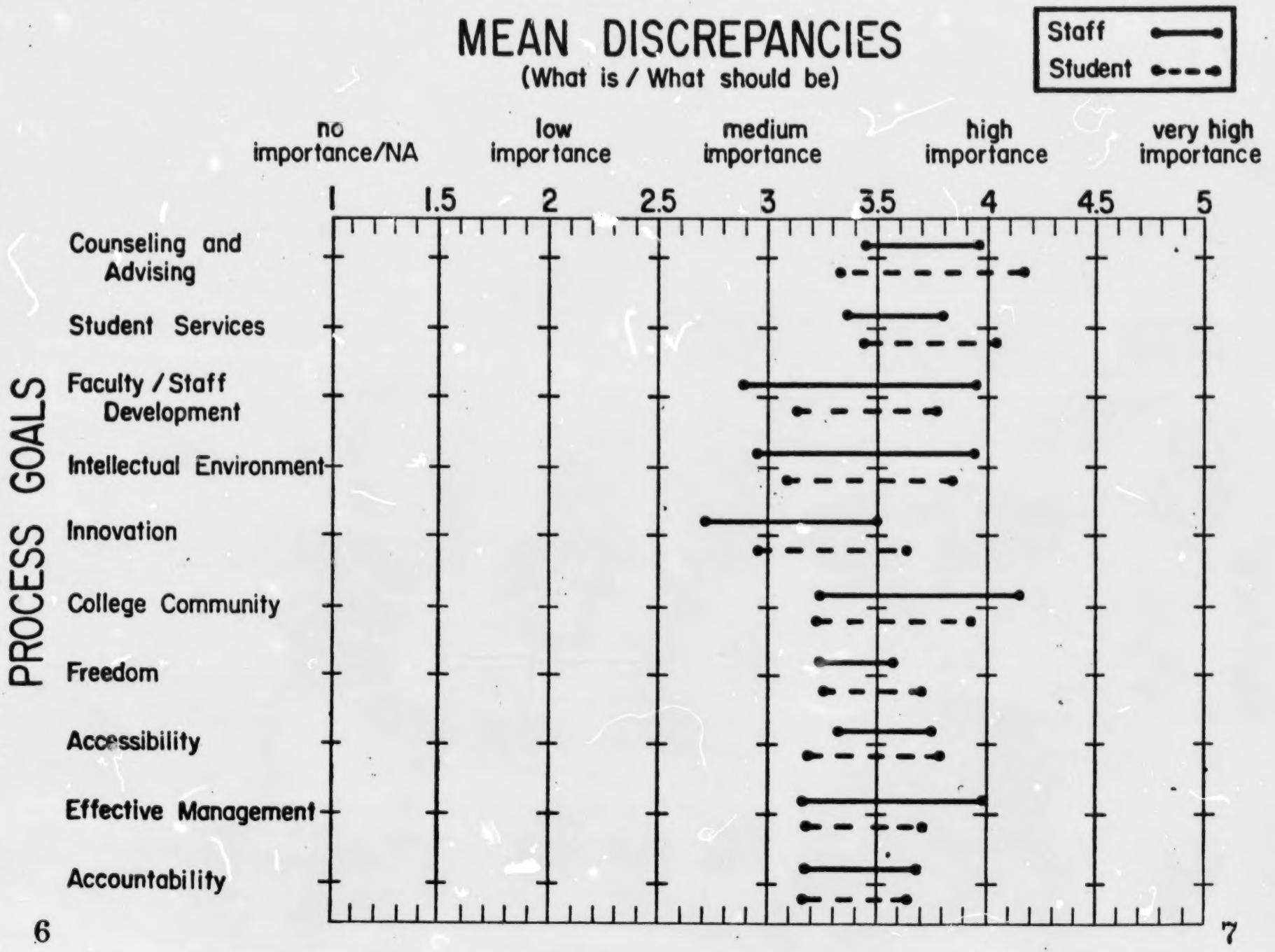
MEAN DISCREPANCIES

(What is / What should be)



MEAN DISCREPANCIES

(What is / What should be)



RANK ORDER OF GOALS FOR STAFF

	BY SHOULD BE MEANS		BY DISCREPANCIES
1.	GENERAL EDUCATION	1.	FACULTY/STAFF DEVELOPMENT
2.	COLLEGE COMMUNITY	2.	HUMANISM/ALTRUISM
3.	INTELLECTUAL ORIENTATION	3.	INTELLECTUAL ORIENTATION
4.	PERSONAL DEVELOPMENT	4.	INTELLECTUAL ENVIRONMENT
5.	VOCATIONAL/TECHNICAL PREP	5.	DEVELOPMENTAL/REMEDIAL PREP
6.	LIFELONG LEARNING	6.	PERSONAL DEVELOPMENT
7.	EFFECTIVE MANAGEMENT	7.	COLLEGE COMMUNITY
8.	DEVELOPMENTAL/REMEDIAL PREP	8.	EFFECTIVE MANAGEMENT
9.	COUNSELING AND ADVISING	9.	VOCATIONAL/TECHNICAL PREP
10.	FACULTY/STAFF DEVELOPMENT	10.	INNOVATION
11.	INTELLECTUAL ENVIRONMENT	11.	CULTURAL/AESTHETIC AWARENESS
12.	HUMANISM/ALTRUISM	12.	COMMUNITY SERVICES
13.	STUDENT SERVICES	13.	SOCIAL CRITICISM
14.	ACCESSIBILITY	14.	LIFELONG LEARNING
15.	ACCOUNTABILITY	15.	GENERAL EDUCATION
16.	COMMUNITY SERVICES	16.	COUNSELING AND ADVISING
17.	FREEDOM	17.	ACCOUNTABILITY
18.	INNOVATION	18.	STUDENT SERVICES
19.	CULTURAL/AESTHETIC AWARENESS	19.	ACCESSIBILITY
20.	SOCIAL CRITICISM	20.	FREEDOM

RANK ORDER OF GOALS FOR STUDENTS

BY SHOULD BE MEANS	BY DISCREPANCIES
1. COUNSELING AND ADVISING	1. PERSONAL DEVELOPMENT
2. PERSONAL DEVELOPMENT	2. HUMANISM/ALTRUISM
3. VOCATIONAL/TECHNICAL PREP	3. DEVELOPMENTAL/REMIDIAL PREP
4. INTELLECTUAL ORIENTATION	4. COUNSELING AND ADVISING
5. GENERAL EDUCATION	5. VOCATIONAL/TECHNICAL PREP
6. STUDENT SERVICES	6. INTELLECTUAL ORIENTATION
7. LIFELONG LEARNING	7. INTELLECTUAL ENVIRONMENT
8. DEVELOPMENTAL/REMEDIAL PREP	8. COLLEGE COMMUNITY
9. COLLEGE COMMUNITY	9. COMMUNITY SERVICES
10. INTELLECTUAL ENVIRONMENT	10. SOCIAL CRITICISM
11. FACUTLY/STAFF DEVELOPMENT	11. LIFELONG LEARNING
12. ACCESSIBILITY	12. FACULTY/STAFF DEVELOPMENT
13. EFFECTIVE MANAGEMENT	13. INNOVATION
14. FREEDOM	14. ACCESSIBILITY
15. HUMANISM/ALTRUISM	15. STUDENT SERVICES
16. ACCOUNTABILITY	16. EFFECTIVE MANAGEMENT
17. INNOVATION	17. ACCOUNTABILITY
18. COMMUNITY SERVICES	18. GENERAL EDUCATION
19. SOCIAL CRITICISM	19. CULTURAL/AESTHETIC AWARENESS
20. CULTURAL/AESTHETIC AWARENESS	20. FREEDOM

Descriptions of the 20 Goal Areas in the Community College Goals Inventory

OUTCOME GOALS

General Education—has to do with acquisition of general knowledge, preparation of students for further academic work, and the acquisition of skills and knowledge to live effectively in society.

Intellectual Orientation—relates to an *attitude* about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and an openness to new ideas and ways of thinking.

Lifelong Learning—means providing noncredit courses to community residents who can pursue a variety of interests, instilling in students a commitment to lifelong learning, providing learning opportunities to adults of all ages, and awarding educational credit for knowledge and skills acquired in non-school settings.

Cultural/Aesthetic Awareness—entails a heightened appreciation of a variety of art forms, encouraging study in the humanities and art beyond requirements, exposure to non-Western art and literature, and encouragement of student participation in artistic activities.

Personal Development—means identification by students of personal goals and the development of ways of achieving them, enhancement of feelings of self-worth, self-confidence, and self-direction, and encouragement of open and honest relationships.

Humanism/Altruism—reflects a respect for diverse cultures, a commitment to working for peace in the world, an understanding of the important moral issues of the time, and concern about the general welfare of the community.

Vocational/Technical Preparation—means offering specific occupational curricula (such as accounting or air conditioning and refrigeration), programs geared to emerging career fields, opportunities for upgrading or updating present job skills, and retraining for new careers or new job skills.

Developmental/Remedial Preparation—includes recognizing, assessing, and counseling students with basic skills needs, providing developmental programs that recognize different learning styles and rates, assuring that students in developmental programs achieve appropriate levels of competence, and evaluating basic skills programs.

Community Services—is concerned with the college's relationship with the community: encouraging community use of college resources (meeting rooms, computer facilities, faculty skills), conducting community forums on topical issues, promoting cooperation among diverse community organizations to improve availability of services, and working with local government agencies, industry, unions, and other groups on community problems.

Social Criticism—means providing critical evaluation of current values and practices, serving as a source of ideas to change social institutions, helping students learn how to bring about change in our institutions, and being engaged, as an institution, in working for needed changes in our society.

PROCESS GOALS

Counseling and Advising—means providing career counseling services, personal counseling services, and academic advising services for students and providing a student job placement service.

Student Services—means developing support services for students with special needs, providing a comprehensive student activities program, providing a comprehensive student financial aid program, and making available health services that offer health maintenance, preventive medicine, and referral services.

Faculty/Staff Development—entails a commitment of college resources to faculty and staff development activities designed to improve instructional programs, by providing opportunities for professional development of faculty and staff, by maintaining a consistent and equitable method of faculty evaluation, and by providing flexible leave and sabbatical opportunities for faculty and staff.

Intellectual Environment—means a rich program of cultural events, a college climate that encourages student free-time involvement in intellectual and cultural activities, and one in which students and faculty can easily interact informally, and a college that has a reputation in the community as an intellectually exciting place.

Innovation—is defined as a climate in which continuous educational innovation is an accepted way of life. It means established procedures for readily initiating curricular or instructional innovations, and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance.

College Community—is defined as fostering a climate in which there is faculty and staff commitment to the goals of the college, open and candid communication, open and amicable airing of differences, and mutual trust and respect among faculty, students, and administrators.

Freedom—has to do with protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life-styles.

Accessibility—means maintaining costs to students at a level that will not deny attendance because of financial need, offering programs that are convenient for adults in the community, recruiting students who have been denied, have not valued, or have not been successful in formal education, and, with a policy of open admissions, developing worthwhile educational experiences for all those admitted.

Effective Management—means involving those with appropriate expertise in making decisions, achieving general consensus regarding fundamental college goals, being organized for systematic short- and long-range planning, and engaging in systematic *evaluation* of all college programs.

Accountability—is defined to include use of cost criteria in deciding among alternative programs, concern for the efficiency of college operations, accountability to funding sources for program effectiveness, and regular provision of evidence that the college is meeting its stated goals.

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GREENFIELD COMMUNITY COLLEGE GOALS INVENTORY

THE POPULATION FOR THE STAFF CONSISTED OF:

48 Full Time Faculty
16 Part Time Faculty
22 Administrators
5 Classified Staff
8 GCC Advisory Board

THE POPULATION FOR THE STUDENTS CONSISTED OF:

51 Full Time Liberal Arts Students
30 Part Time Liberal Arts Students
99 Full Time Career Students
51 Part Time Career Students
6 Part Time Other Students

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

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